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ABSTRACT

An overview of the prekindergarten program provided for children in the CAL Community School District, Latimer, Iowa, is offered in this booklet. The program's goals, structure, schedule, activities, staff, and evaluation procedures are briefly described. Conclusions and recommendations of the district superintendent concerning the prekindergarten program are presented. Appendices provide various forms used in the prekindergarten program. (Author/RH)

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Acknowledgment is also given to Christie Sales, The former instructor, who helped plan, develop, and initiate the Pre-Kindergarten program in its beginning.

# Introduction

*Providing early childhood educational experiences for preschool youngsters living in the CAL Community has been in existence for nearly seven years. Providing these experiences through the public school began three years ago after a considerable amount of study was conducted in an effort to assess the need and support for the public school's involvement. The study showed that over fifty percent of the community's preschool youngsters were not exposed to preschool experiences. Of those fifty percent, many were youngsters that would benefit most from this type of early childhood instruction and developmental training. Those students not exposed to preschool experiences were generally behind their kindergarten peers in regard to their level of interests, self expression, worldly understanding, self perception, motor development, and social interaction. The study also showed there existed strong parental support for the public school to get involved in preschool education in order to make it available to every youngster in the community and provide certified instruction which would add expertise to the curriculum and sophistication to the program.*

*The motivating factors behind the planning, development, and carrying out of CAL's Pre-kindergarten program were to create increased awareness of the importance of the early years in a child's developmental process and the need for cooperation, communication, and interaction between the home and school in that process.*

*The purpose of this booklet is to give the reader an overview of the program's goals, structure, staff, curriculum, and evaluation.*

# Overall Goals For CAL's Pre-Kindergarten Program

On December 9, 1974 the CAL Board of Education adopted a resolution which made pre-kindergarten an integral part of the educational program of the CAL Community School District. It is now in its third year of operation. The goals of the curriculum of the pre-kindergarten program were similar to those developed by the Iowa State Department of Public Instruction and read as follows:

*The pre-kindergarten program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them. The pre-kindergarten program shall relate the role of the family to the child's developing sense of self and his perception of others. Planning and carrying out pre-kindergarten activities designed to encourage cooperative efforts between home and school and shall focus on community resources.*

# Parent Advisory Board

The CAL Pre-Kindergarten program is supervised by a parent advisory board which includes two parents from each of the three towns included in the CAL school district. This year our advisory board consists of: Sally Westaby, Chairman, Carol Lubkeman-Secretary, LaDonna Koenigsberg, Deb Pals, Jeanne Plagge, Jane Morton.

The board meets four times a year on a regular basis to discuss any problems we may have; and any new ideas we may want to incorporate into our program. Special meetings are called as needed. They determine what new equipment and materials should be purchased for the program. It is also their job to assist the teacher in any special activities during the year such as home visits, registration, and round-up. They act as resource people for receiving feedback from the parents and relate this feedback to the teacher. Being a pre-kindergarten parent themselves, it is felt they often receive comments not always given directly to the teacher.

We have set up our program with the knowledge of the board's purpose for the program and with the knowledge of parents' wishes and needs.

# Specific Goals And Objectives

The CAL Pre-kindergarten program attempts to provide a setting in which each child has the opportunity to develop a feeling of positive self-worth. We believe the way a person feels about himself influences everything he does.

Our program recognizes the uniqueness of each individual. We aim to provide for individual differences in intellectual, physical, social, and emotional development.

Our program promotes the positive qualities of each child thus using negative reinforcement as little as possible. Our means of discipline is the natural consequence to the child's action unless serious harm would come to the child through this method. A time out period is presently used as a means of discipline. We strive to use proper guidance and positive reinforcement to achieve our desired behavior thus eliminating disciplinarian actions.

The CAL Pre-Kindergarten program provides services for all children three and four years old regardless of social or income level. We have a minimum tuition which can be adapted to any income level.

Some specific goals and objectives our program strives to meet are:

1. An easier adjustment to elementary school - an especially important goal for our rural setting with few social contacts for our children.
2. Early detection of problem areas and individual differences.
3. To aid each child in developing a positive self-concept and feeling of self-worth.
4. To help each child learn and incorporate acceptable methods of social interactions.
5. To help each child develop socially acceptable means of expressing his emotions.
6. To promote intellectual growth.
7. To foster the development of curiosity about our world.
8. To lengthen the attention span of the children.
9. To aid each child in his development and co-ordination of gross motor skills.
10. To aid each child in his development and co-ordination of fine motor skills.
11. Set limits and foster the gaining of knowledge of the limits we must all live in.
12. Give each child responsibilities he must carry out, thus developing a sense of responsibility.
13. To foster a happy feeling about school within the children.
14. To begin the development of a co-operative working relationship between home and school.

To achieve our preceding goals and objectives we feel it is very important for the teachers involved to know exactly what they are expected to contribute.

## Role Of The Certified Teacher - Ms. Collette Root

The role of the head teacher is to provide an atmosphere conducive to the growth of the children intellectually, physically, socially, and emotionally. She should:

1. Make daily lesson plans choosing specific activities to be participated in.
2. See that the goals and objectives of the program are met.
3. Act as overseer - be aware of and controller of the atmosphere of the room (noise, activity, etc.)

4. Keep aides informed of their jobs.
5. Provide materials, tools, and equipment for
6. Be aware of each child's individual needs and see

they are met.
7. Be consistent in dealing with children.
8. Set limits and see they are kept.
9. To see each child has a challenging, yet successful experience at school.
10. Develop healthy relationships with all parents.
11. Constantly evaluate herself, her program, and her aides to see how the program is succeeding.
12. Be aware of and use when needed outside resource people(speech, nurse, psychologist, etc.)

The teacher should work closely with the children at all times. She should strive for a balance of individual, large and small group activities. Parents are to be kept informed, by her, regarding class happenings and incidents. The teacher helps create a postive atmosphere for parents, children, and fellow workers. It is up to the teacher to answer any questions which arise and to promote the Pre-Kindergarten program as a positive learning experience.

## Role And Function Of The Teacher Aides - Ms. Delores Simons and Marie Hanson

For the teacher to achieve the previously named tasks it is imperative for her to have good, dependable aides. Our program hires two aides for each session. The following are some specific functions of the aides.

1. Assist in the set-up of daily activities.
2. Keep informed as to the schedule and activities planned.
3. Carry out assigned tasks.
4. Assist in maintaining proper room atmosphere.
5. Assist in promoting good feelings between parent, children, and teachers.
6. Be consistent in dealing with children.
7. Self and fellow worker evaluation.

The teacher's aides are an extension of the teacher. They work under her supervision directly with the children to give them the optimum individual attention possible.

## Support Services

In addition to the program's instructional staff many support personnel provide services to the preschool youngsters and their parents. The school nurse assists the teacher in developing a health file on each youngster and encourages parents to keep their child's immunization program updated. She also provides routine day-to-day assistance in the health area as required and makes home visits if they are necessary.

Through the Northern Trails Area Education Agency support services are made available in clinical language and speech, the identification and diagnostic evaluation of youngsters with hearing problems, psychological testing and evaluation, physical therapy, school social work, and learning disability diagnosis.

## The Pre-Kindergarten Program - Schedule And Activities

The CAL Pre-Kindergarten program is held on Tuesday and Thursday of each week following the CAL public school calendar. We have a morning group which arrives at 9:00 A.M. and leaves at 11:30 A.M..Our afternoon group arrives at 12:30 P.M. and leaves at 3:00 P.M.. The children are transported to and from school by their parents.

Our daily schedule is very flexible. The following is a basic plan we follow:

| A.M. | P.M. | |
|---|---|---|
| 9:00-10:00 | 12:30-1:30 | Free Time<br>This consists of child selected activities from the various interest centers around the room set up by the teachers. Teachers help to stimulate interest in each of the centers throughout this time. |
| 10:00-10:15 | 1:30-1:45 | Clean Up<br>The children supervised by the teachers put away the materials used in the interest centers. |
| 10:15-10:45 | 1:45-2:15 | Group Time<br>This is a teacher directed time. This can be a time for stories, music, sharing, or discussion. |
| 10:45-11:00 | 2:15-2:30 | Prepare For Snack<br>Snack is a time for nourishment, tasting new foods, a time of learning, and a time for verbal communication. |
| 11:00-11:25 | 2:30-2:55 | Gross Motor<br>A time to go outside and use our large muscles. In inclement weather we use it as a time to play group games inside which require the use of our large muscles. |
| 11:25-11:30 | 2:55-3:00 | Prepare For Home |

Our room is divided into various interest centers. The following is some of the specific activities we do during school. Often our activities overlap into many areas; I have placed the activities in the most used areas.

## Language Arts Activities

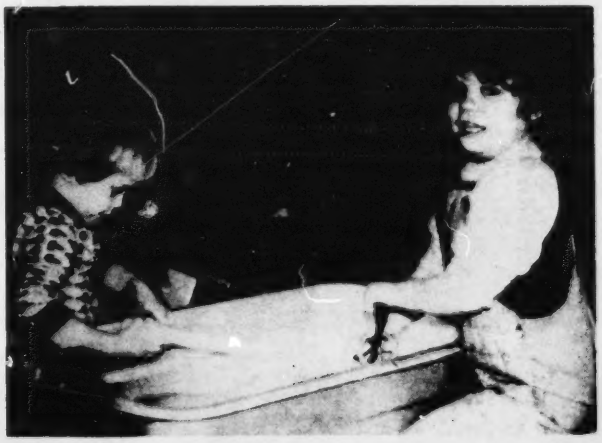
Reading and Telling Stories
Flannel Board Stories
Finger Songs
Poetry
Group Discussions and Sharing
Creative Dramatics

Language arts activities are provided for the children to prepare them for reading, writing, discussing ideas, and following instructions. Through stories we hope to introduce books as fun and exciting. The language arts activities give the children practice in using language and trying out new words. It increases their self-confidence whenever they experience successful activities.

## Pre Math And Science

Cooking
Counting
Working With Shapes
Sizes
Spaces
Seasons and Weather
Sequencing
Sand Play
Water Play

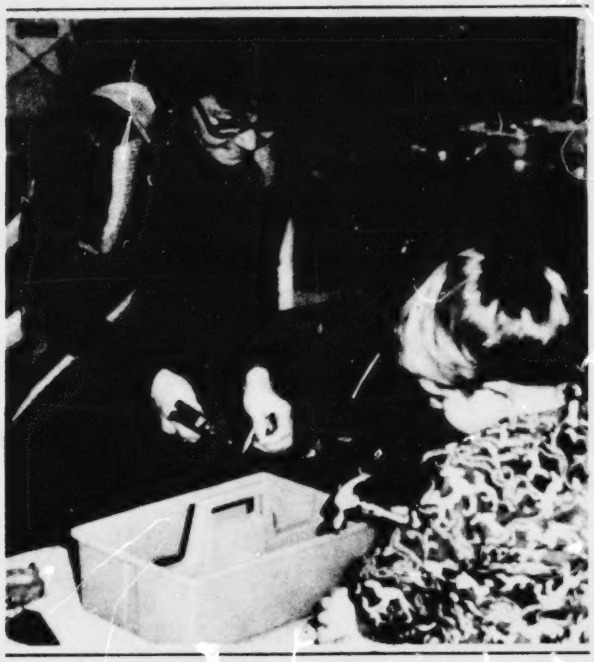
Our parents provide many cooking experiences for us by providing materials for us to prepare our own snack.



Learning one-to-one correspondence is an important job for pre-kindergartners. We learn this through counting. We see that each number represents an object. Science is all around us. We learn concepts by experiencing them. We see, hear, feel, smell, and touch many things in our school environment. We also talk about why many things are as they are.

## Creative And Expressive Arts

Coloring
Cutting
Playdough
Finger Painting
Easel Painting
Splatter Painting
String Painting
Printing
Collage Activities
Workbench and Tools (saw, Hammer, Nails, clamps)
Records
Singing
Piano



Creative and expressive activities are very important for children. They provide a means for self-expression. Joys, fears, anger - any feeling can be expressed through art. It lets the child escape momentarily from his present situation. It allows him total direction of himself without interference during this activity. Art is very important for his total development.

## Manipulative And Cognitive Toys And Blocks

Puzzles
Interlockers
Stringing Beads
Pattern Blocks
Snowflakes
Fit-a-space
Fit-a-shape
Rubber - briquetry
Rubber - parquetry
Nesting Nuts and Bolts
Kegs
Stacking Rings
Stacking Cups
Play Tiles
Color Cubes
Lincoln Logs
Landscape Peg Set
Peg Boards
Sewing Tiles
Sprocketeers
Tinker Toys
Unit Blocks
Wooden Train and Track Set
Lego Blocks

Manipulative toys give the children practice in developing the fine muscles of their bodies, in visual discrimination and training in perception - all important skills to read. These also help develop good eye-hand co-ordination.

Blocks are a basic pre-kindergarten material. They provide something for almost every area of development. Physically they promote both gross and fine motor development through the handling of them. Socially they require rules such as not throwing and provide for co-operative play. They promote dramatic play. They are a good means for emotional release for

children. Intellectually children can learn concepts of shape, size, and number. Children learn to develop certain sequences for building different shapes. They also serve as a means of creative expression and development.

## Gross Motor, Balance And Movement

Indoor Equipment
- Steel A Frames
- Hooked Ladders
- Cleated Boards
- Movement Records

Outdoor Equipment
- Slides
- Merry-go-round
- Teeter-totter
- Jungle gym
- Swings
- Brick wall for walking on
- Wooden boat

These activities provide for the development of large muscles of the body. This includes arm, leg, and trunk muscles. This is achieved through the use of them by climbing, walking, running, jumping, sliding, balancing, and walking. Children achieve body awareness and learn individual limits through this play.

## Dramatic Play

- Blocks and Accessories
- Trucks
- Cars
- Toy Animals
- Toy People
- Tractors
- Gas Pump
- Cash Register
- Hats
- Housekeeping Center and Accessories
- Dress-up Clothes, Shoes, and Purses
- Dolls
- Doll Clothes
- Doll Beds
- Doll High Chair
- Mock Appliances
- Kitchen Utensils
- Table and Chairs
- Rocking Chair
- Mirror
- Empty Grocery Containers
- Cleaning Supplies

Dramatic play goes on continually throughout the day. Any activity a child engages in can become a dramatic play activity. Anytime a child becomes something other than himself, he's engaging in dramatic play. This lets him explore many different roles he sees around him. How does a dog feel? What does a father do? This is often a co-operative effort with one or more other children providing an excellent time for social development. Dramatic play is often used for an emotional release to let the child cope with any frustrations he may have. This gives the child a better understanding of the many things that happen around him/or her.

# Parent/Teacher Communication

As stated before, we feel keeping parents informed is an important part of any successful program.

Most of the conferencing is done informally when the parents bring their children to school or pick them up and ask, "How is my child doing?"

Group home visits are held each fall. These are small groups of parents meeting in the homes of the board members. These are used as an introduction to the program. It is hoped that through these home visits the parents will become more involved with our program; an involvement which we hope will continue throughout the child's school life.

During the spring individual conferences are conducted with each child's parents. This allows the teacher to cover in depth the child's growth and development with his/her parents. An evaluation of the total pre-kindergarten program is also completed at this time. This helps us in planning our future program(s) to be sure that it continues to meet the present needs of our children and community.

# Parent Workshop

Each year we hold an all day Saturday Parent workshop for the parents of our pre-kindergarteners. It is hoped that as well as helping the parent to gain

information this will also give them a chance to become better acquainted with our school and increase the positive relationships we have started. Information concerning the workshop can be found in Appendix-G.

# Pre-Kindergarten Roundup

In the spring of the year we have found it helpful to have a pre-kindergarten roundup. All eligible children, who are not already attending our program, are invited to visit the program. During this time the children have a chance to find out what school will be like.

The parents meet with the teacher who explains the goals of our program and what they may expect from it.

This also gives us an idea of the number of children who will be attending our program.

# Child Evaluations

The teacher evaluations of the children are done through individual testing and observations. The evaluations are basically subjective. We observe the way a child feels about himself - his intellectual, social, emotional, and physical development. These findings are then related to the parents through the conferences. The following Pre- and Post- evaluation assessment criteria are used to evaluate the pre-kindergarten children.

## Pre-assessment

Self-concept
- How does the child appear to feel about himself?
- Is he hesitant?
- Does he take part in activities freely?

Emotional Development
- What feelings are shown and how?

Social Development
- Does he tend to lead or follow others?
- Which area does he spend more time in--individual, large group or small group activities?

Physical Development
- Fine Motor:
  - Does he participate in activities requiring eye-hand co-ordination?
  - Is he often frustrated with these activities?
- Gross Motor:
  - Does he climb, run, and jump?
  - Can he play equally with others in games requiring gross motor activity.

Intellectual
- Does the child ask questions?
- Is his vocabulary adequate?

During free time does this child have a definite group of activities he prefers to participate in?
What areas need work in and which areas does he function best in?

## Post-assessment

Self-concept
- Does the child feel good about himself?
- Is he outgoing or shy?
- How does he handle success?
- Does the child participate in activities he wants to freely?

Emotional Development
- Does the child show his feelings?
- How does the child show his feelings?
- Are the feelings shown proper in respect to actions taken?
- How is frustration worked through?
- Is there a realistic balance of feelings?

Social Development
- Does the child participate with a balance of individual, small group, and large group activities?
- Does the child use parallel play or does he interact in group play?
- Does the child role play? What are some roles he takes?
- Does the child participate both as leader and follower?

Intellectual Development
- Does the child ask questions?
- Is his vocabulary adequate?
- How long is the child's attention span?
- Can the child count to ten using 1-1 correspondence?
- Does the child experience problems in identifying name, shapes, or colors?
- Are puzzles difficult for this child?

Physical Development
- Fine Motor:
  - Does the child have eye-hand coordination working with activities such as peg boards?
  - Can he hold a pencil or color correctly?
  - Can he color within given boundaries?
- Gross Motor:
  - Does he participate in these activities?
  - Does he have any specific problems with specific activities requiring arm or leg muscles?

What changes have occurred since pre-assessment?
Areas this child is usually successful in.
Areas this child can use help in.

# Program Evaluation

Program evaluation is done continually by the teacher and her staff. Included in the appendix is the evaluation form that is used by pre-kindergarten parents for their evaluation of the program.

# Pre-Kindergarten Parent Evaluation Summary For The 1975-76 School Year

At the end of the school year in May each parent of a pre-kindergarten student was asked to complete a parent evaluation of the program. They were asked to respond to the questions by giving the answers that best reflected their attitude or their child's attitude toward the pre-kindergarten program. They were told that the information they gave us would be used to help us evaluate the effectiveness of our program in terms of providing a meaningful early childhood development experience for their child and a worthwhile service to them as parents. At the end of the year thirty students were attending regular classes and twenty-four parents returned their forms. Percentages are being figured on the basis of those twenty-four responses.

88 percent of the responding parents indicated that their child looked forward to going to school, 4 percent said their child did not display any emotion either for or against going to school and 8 percent said they seemed to have to make their child want to go to school. No one indicated that their child made excuses to stay home from school. There was 100 percent agreement that the 2½ hour a day session was just about right in length. Two parents would like to see the sessions held three times a week.

83 percent of the parents indicated that they would be willing to pay more than $10 a quarter tuition if it was needed in order to maintain the program. Of those that indicated that they would be willing to pay more, 25 percent would go up to a maximum of $15 a quarter, 33 percent would go up to $20, 13 percent up to $30 and 29 percent did not indicate a limit on a maximum charge that they would be willing to pay.

96 percent of the parents felt the school had explained the goals of the pre-kindergarten program in such a way that they understood them. 79 percent of the parents indicated that they experienced no problems with the program and 17 percent said that if they had experienced any problems, satisfactory solutions were worked out. One parent did not respond to the question.

58 percent of the parents felt the home visitations were interesting and helpful and would like to see them continued next year. 29 percent would rather go to a parent/teacher conference held at the school. 8 percent would like to see both if it could be worked out. One parent gave no response.

100 percent of the parents felt that their child had a successful pre-kindergarten experience and 100 percent felt that at the conclusion of their child's pre-kindergarten experience he or she would be better able to cope with elementary school because of participating in the program.

75 percent of the parents indicated they had noticed a change in their child's feelings about himself since he had gone to school and they felt that the change was a satisfactory one. 25 percent of the parents did not respond to this question. The following Behavior Change Characteristics were

| No. of Responses | Behavior Characteristic | Noticed a Great Deal of Change | Noticed Some Change | Noticed No Change |
|---|---|---|---|---|
| 21 | My child is more aware of his surroundings | 38 percent | 43 percent | 19 percent |
| 23 | My child is more curious about things | 30 percent | 44 percent | 26 percent |
| | My child is better able to express himself through-- | | | |
| 22 | A. his speech | 36 percent | 50 percent | 14 percent |
| 23 | B. his actions | 26 percent | 57 percent | 17 percent |
| 23 | C. his play | 39 percent | 35 percent | 26 percent |
| | My child is better able to-- | | | |
| 21 | A. manipulate small objects with his hands | 14 percent | 48 percent | 38 percent |
| 20 | B. Control his whole body | 25 percent | 45 percent | 30 percent |
| 22 | My child is better able to control his emotions | 18 percent | 55 percent | 27 percent |
| 23 | My child seems to work and play better with other small children his own age | 39 percent | 57 percent | 4 percent |
| 24 | My child stays interested in one activity for a longer period of time | 42 percent | 50 percent | 8 percent |
| 24 | My child is more willing to share his things with others | 50 percent | 46 percent | 4 percent |
| 22 | Has your child's feeling about himself changed in any way | 14 percent | 59 percent | 27 percent |
| 22 | My child is better able to follow directions | 23 percent | 59 percent | 18 percent |

listed on the questionnaire and parents were asked to respond by checking the appropriate degree of noticed change that they felt they saw in their child.

According to these parent responses it would appear that our Pre-Kindergarten program objectives are being satisfactorily met in the greater percentage of the students. Several of our main objectives are: those of offering preschoolers worthwhile experiences in their early childhood development with regard to working and playing with others their own age; learning to share; increasing their attention span; following directions; creating greater awareness of the world around them; and, developing skills in self expression received very high ratings in the parent evaluations.

In their overall opinion of the Pre-Kindergarten program 58 percent of the parents rated it as excellent, 38 percent rated it above average, and 4 percent rated it as being average. No one rated it as being below average or poor. 71 percent of the parents indicated that they would be willing to attend a series of evening adult education classes dealing with the topic "The parents' role in their child's early childhood development." 63 percent of the parents indicated that they would be willing to volunteer their services as a parent volunteer if it was necessary to hold down the instructional aide costs of running the Pre-Kindergarten program in the future.

Parent suggestions for improving the program included(1) providing more field trip experiences for the children and (2) sending home the words for songs that the children are learning at school so that the parents can help their children learn them at home. Suggestions concerning community resources that could be used in the pre-kindergarten program included ; (1) Westaby's Spray Plane, (2) Senior Citizen Meetings, (3) Farms, (4) Fire Station, (5) Grocery Stores, (6) Doctor and Dentist Offices, and (7) Train.

# Superintendent's Conclusions And Recommendations Concerning The Pre-Kindergarten Program

At the close of the 1975-76 school year the CAL Pre-Kindergarten Program completed its second successful year of operation. 80 to 90 percent of all eligible preschool age children in the district are participating in the program. Parent support is outstandingly strong. The parent advisory board is an integral part of the program. It is used extensively in program planning, advising, and evaluating program progress. The board members are interested mothers who are dedicated to the philosophical concept of public school involvement in early childhood development and education. A cooperative agreement between Iowa State University and CAL has been established which would allow CD majors from Iowa State to do special problems work in our program for University credit. The school encourages this type of University/Public School cooperation because it offers us an opportunity to keep our program current with new developments in early childhood education, we can use the expertise of university staff personnel for consultation, and we can offer the university a field training site for students interested in working in a rural public school setting.

Because of the program interest, participation, and its apparent success in our school district, it is recommended that the Pre-Kindergarten Program be continued as an integral part of CAL's public school program. As long as formula funding is not available, a minimal tuition charge should be maintained and receipts placed in the clearing account to build for future use.

A continued effort should be made to work with legislators to try to get finance legislation passed that would include preschool enrollments in the funding formula. Funds to support the instructor and aide salaries is figured into the regular elementary instructional cost. Carry over funds should be available if and when the general fund receipts become inadequate to handle the program costs.

The impact of the pre-kindergarten instructional program should begin showing a positive effect in the lower elementary during the 1976-77 school year. As these children are made more ready for formalized kindergarten and lower elementary instruction and social interaction, curriculum changes may become necessary especially at the kindergarten level to accommodate the more ready students. The principal and teachers should be aware of this possibility and study it carefully during the next school year. Individual differences and learning problems are being detected earlier because of the Pre-Kindergarten program and they should be accommodated accordingly. An additional aide is being added to the kindergarten staff for 1976-1977 plus having the services of the Title I and Learning Resource Teachers should provide ample opportunity for accommodating individual differences in the kindergarten class.

# Superintendent's Conclusions And Recommendations For 1977 - 78

CAL's pre-kindergarten program has been operating successfully for three years. During the 1976-77 school year ninety percent of the district's eligible three and four year olds were participating. Parent interest and involvement has continued to grow. The results of the program are starting to show up in the lower elementary, primarily in the areas of readiness and social development. The kindergarten teacher indicated that she had taken her students further through their Swirl Reading Program than she had in previous years. When the students were tested at Kindergarten Round-up, the psychologist and social worker reported that the youngsters were ahead of most preschoolers with regard to following directions and having longer attention spans.

The pre-kindergarten parent advisory board expressed their strong support for Collette Root, the new teacher, and the work she was doing. Because of the program's apparent success and support in our community, it should remain an integral part of our regular school program. A continued appeal should be made to the State for allowing additional funding for pre-kindergarten programs.

I feel that the area education agency could do more for us in the areas of screening our preschoolers for possible hearing and speech defects and testing them for potential learning disabilities and other individual learning or developmental differences. Those identified as requiring special services should be given additional attention during their pre-kindergarten experiences.

We did not have any child development majors form Iowa State do special problems work in our program this year. I plan to contact some of the other universities in 1977-78 and avail our services to them. We can provide the universities with a training site for their CD majors who are planning to live and work in smaller communities and the universities can provide us with up-to-date child development information and teaching methods.

# Appendix A - G

**(Forms Used In The Pre-Kindergarten Program)**

Appendix-A

PREKINDERCARTEN PARENT EVALUATION FORM 4/76
CAL COMMUNITY SCHOOL

FILMED FROM
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_____
Parent's Signature

_____
Date

Please answer the following questions with regard to your child's experience in CAL's prekindergarten program. Your responses will be used to help us evaluate the effectiveness of our program in terms of providing a meaningful early childhood development experience for your child and a worthwhile service to you as parents. Check the answers which will best reflect your feeling and/or those feelings demonstrated by your child toward the program.

(Your child's reaction to school)

1. Which answer best describes your child's attitude toward going to school?
   A._____My child acts excited and always looks forward to going to school.
   B._____My child usually looks forward to going to school.
   C._____My child does not display any emotion either for or against going to school.
   D._____It seems like I have to make my child want to go to school.
   E._____My child appears to make excuses to stay home from school.

(Parent's reaction to length of session and tuition fee)

2. What is your reaction to the 2½ hour school day session?
   A._____2½ hours a day is too long.
   B._____2½ hours a day is too short.
   C._____2½ hours a day seems to be just about right.

3. What is your reaction to the $10 a quarter tuition charge?
   A._____I feel the charge is too expensive.
   B._____I feel the charge is reasonable, but would not like to see it raised.
   C._____I would be willing to pay more if it was needed in order to maintain the program.

4. If you checked item C above, what would be the maximum quarterly tuition fee that you feel you would be willing to pay?
   _____$15 _____$20 _____$30 _____$40 _____$50

(Communication between home and school)

5. Please check those activities that you as a parent have attended. (Put a check in all the appropriate blanks)

| | Father | Mother | |
|---|---|---|---|
| A. | _____ | _____ | Prekindergarten Orientation Meeting or Round-up |
| B. | _____ | _____ | P.T.O. Meeting in January 1976 when a slide presentation on the prekindergarten program was made. |
| C. | _____ | _____ | Prekindergarten Christmas party |
| D. | _____ | _____ | Group Home Visitation Session |
| E. | _____ | _____ | A regular school session |
| F. | _____ | _____ | An informal parent/teacher conference |

6. Do you feel the school has explained the goals of the prekindergarten program to you in such a way that you understand them:
   _____Yes _____No

7. If you have experienced any problems with the program, have satisfactory solutions been worked out?
   _____Yes _____No _____We have experienced no problems

8. What is your reaction to the home visitation sessions that are held once each semester?
   A._____I find them to be interesting and helpful and would like to see them continued.
   B._____I feel they are a waste of my time.
   C._____I would rather go to a parent/teacher conference that is held at the school.
   D. If it could be worked out, I would like to see both home visitation sessions and parent/teacher conferences be held once each semester.

(Changes you have noticed in your child's behavioral development since attending prekindergarten) Please check one answer for each of the questions.

| | Behavior Characteristic | Noticed A Great Deal of Change | Noticed Some Change | Noticed No Change |
|---|---|---|---|---|
| 9. | My child is more aware of his surroundings | | | |
| 10. | My child is more curious about things | | | |
| 11. | My child is better able to express himself through-- | | | |
| | A. his speech | | | |
| | B. his actions | | | |
| | C. his play | | | |
| 12. | My child is better able to-- | | | |
| | A. manipulate small objects with his hands | | | |
| | B. control his whole body | | | |
| 13. | My child is better able to follow directions | | | |
| 14. | My child is better able to control his emotions | | | |
| 15. | My child seems to work and play better with other small children his own age. | | | |
| 16. | My child stays interested in one activity for a longer period of time | | | |
| 17. | My child is more willing to share his things with others | | | |
| 18. | Has your child's feeling about himself changed in any way. | | | |

19. If you have noticed a change in your child's feelings about himself do you feel that it has been a satisfactory change?
_____Yes _____No

20. Do you feel that your child has had successful prekindergarten school experiences?
_____Yes _____No

21. Do you feel that at the conclusion of your child's prekindergarten experience he will be better able to cope with elementary school because of participating in our program?
_____Yes _____No

22. Is there anything that is not done in the prekindergarten that you would like to see done in the future? (Please comment if you feel there should be.)

23. Do you have any suggestions concerning community resources that we could utilize in our prekindergarten program.

24. What would be your general overall opinion of the prekindergarten program?
A._____Excellent
B._____Above Average
C._____Average
D._____Below Average
E._____Poor

(Questions concerning your opinion of future possibilities)

25. Would you be willing to attend a series of evening adult education classes dealing with the topic, "A parent's role in his child's early childhood development"?
_____Yes _____No

26 If it was necessary to use parent volunteers to help hold down the instructional cost of running the prekindergarten program, would you be willing to volunteer your service?
Yes



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Appendix-B

Permission Slip

Our child has permission to go either by foot or by bus/car on trips as part of his experience in the Prekindergarten School. (Example: farm, post office, grocery store, etc.)

Signed _____
Parent

I am - am not usually available to furnish transportation for the school trips.

Signed _____
Parent

# CAL SCHOOL INFORMATION CARD

Child's Name _____ Grade_____ Age_____
Home Address _____ Home Phone_____
Father's Name _____ Place of Work_____
Business Phone_____
Mother's Name_____ Place of Work_____
Business Phone_____

In case of emergency, if you cannot be reached, who shall be called?
Name_____ Relationship_____ Phone_____
Address _____ Did this person agree to assume this responsibility? Yes_____ No_____
Other friend or relative to contact in emergency if parent/guardian cannot be reached?
Name _____ Relationship_____ Phone_____
Address _____ Did this person agree to assume this responsibility? Yes_____ No_____

Doctor to contact in case of emergency _____ Phone_____ Town_____
Family dentist _____ Phone_____ Town_____
Does your child have allergies? (if so, what kind)_____
Does your child have any chronic disease or condition? _____
Is there need for restriction in any way in school or does your child have any physical handicaps?
Describe _____
_____

Date_____ Parent's/Guardian's Signature _____

Back of page

Child's Name_____ Place of Birth_____ Date of Birth_____
Siblings:
Brothers _____ Sisters _____
_____ _____
_____ _____

Did your child have an illness or accident this past summer or year? _____
If so, please state type and date _____
Operations past year, kinds and dates _____
Injury and Date _____
Did you have your child's eyes checked this past summer? Yes_____ No_____ Results_____

I,_____ Mother/Father/Guardian, of _____
(Name of Child)
age_____, do hereby give my permission and/or consent to the personnel of CAL Community School, Latimer, Iowa, to secure and authorize such emergency medical care and/or treatment as my child named above might require while under the supervision of said school personnel. I also agree to pay all the cost and fees contingent on any emergency medical care and/or treatment for my child as secured or authorized under this consent.

Date_____ Parent's/Guardian's Signature _____ 16

Appendix-E

CAL Community Prekindergarten
Latimer, Iowa _____

CONFIDENTIAL RECORD OF A YOUNG CHILD

What are the child's fears?_____

Is he usually happy?_____

What nervous habits does he have?_____

When does he show them?_____

When you find it necessary to punish your child which parent usually does this and how?_____

_____

Toilet training Urination Bowel Movement

1. How does he state need?_____ : _____

2. How dependable is he? _____ : _____

Play and Sociability

How does he get along with children?_____

Are his playmates girls?___ boys?___ younger?___ older?___ other___

What is the usual size of the neighborhood play group?_____

Previous group experience? Nursey School___ Sunday School___ Other___

Personality and Emotional Development

Do you regard your child as affectionate?_____ To Whom?_____

Does he accept new people easily?_____

Does your child still take a nap?_____

Give any information which you feel will be helpful to us in understanding your child. (In case of a handicap or speech problem, please describe)

_____

_____

What do you hope your child will gain from his experience at nursery school?

_____

_____

Date_____ Signed_____

Appendix-F

PERSONAL INFORMATION

Child's Name_____Nickname_____

Place of Birth_____

Date of Birth - Month_____Day_____Year_____

Home Address_____Telephone No._____

Father's Name_____

Father's Birthplace and Nationality_____

Mother's Name_____

Mother's Birthplace and Nationality_____

Marital Status of Parents____married____divorced____separated____deceased

Church Affiliation_____

Siblings ---

| Brothers | | Sisters | |
|---|---|---|---|
| Name | Age | Name | Age |
| | | | |
| | | | |
| | | | |
| | | | |

Mother's Education_____

Mother's Occupation_____

Father's Education_____

Father's Occupation_____

Where do you live from the school?_____

_____

Do you have older children in our school system?_____

Who to call in case of emergency when you cannot be reached and what is their relationship to the child_____Phone_____

Family Doctor_____

Who else besides the members of the carpool shall have the authority to pick up your child_____

She will lead a workshop on media/T.V.. Dianne will answer some of your questions about what T.V. teaches children. She will also discuss other pertinent forms of media.

**********

We will be seving coffee, tea and hot chocolate during the breaks along with cookies, etc.

Lunch will be served at 11:45. The menu is as follows:

ham with scalloped potatoes
vegetable
jell-o
roll
ice cream

Children will receive their lunch free of charge.

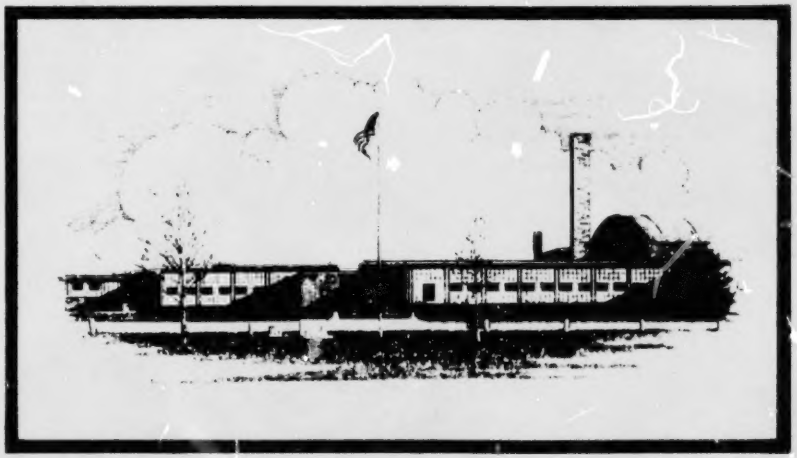
Babysitting services will be supplied by the CAL's FHA group

The price for the adults attending the workshop is $3.00 per person. This includes the coffee breaks and lunch. We feel that we have some really great speakers coming and are looking forward to a fun day.





# CAL Community School



*CAL Parent Workshop*
*February 5, 1977*
*9:00 A.M. - 3:30 P.M.*

*Collette Root-*
*Workshop Director*

# Program

| | | |
|---|---|---|
| 9:00-9:30 | Registration and Coffee | Cafeteria |
| 9:30-10:00 | Keynote Address:<br>Dr. Charlene Bell | |
| 10:00-10:45 | Session no. 1:<br>a. Dr. Bell/Marty Soper-<br>Communication<br>b. Dr. Jane Tanner - Self-Concept<br>c. Mary Giese - Talented and Gifted | |
| 10:45-11:00 | Coffee Break | Cafeteria |
| 11:00-11:45 | Session no. 2<br>a. Dr. Bell - same as no. 1<br>b. Dr. Tanner - same as no. 1<br>c. Mary Giese - same as no. 1 | |
| 11:45-12:30 | Lunch | Cafeteria |
| 12:45-1:30 | Session no. 3:<br>a. Christie Sales - Toys<br>b. Bev Plagge/Irene Koster - L.D.<br>c. Collette Root - Discipline | |
| 1:30-2:15 | Session no. 4<br>a. Dianne Woodard - Media/T.V.<br>b. Plagge/Koster - same as no. 3<br>c. Christie Sales - same as no. 3 | |
| 2:15-2:30 | Coffee Break | Cafeteria |
| 2:30-3:15 | Session no. 5<br>a. Joe Herring - Sibling Rivalry,<br>Fear, ect.<br>b. Dianne Woodard - same as no. 4<br>c. Collette Root - same as no. 3 | |
| 3:15-3:30 | Workshop Evaluation | Cafeteria |





# CAL Parent Workshop

We are planning a parent workshop for Saturday, February 5, 1977. We have a whole day of fun and learning planned for you. There will be five workshop sessions, with a variety of guest speakers. Each speaker will give a presentation at two different sessions so that you may attend as many sessions as you would like.

Guest speakers for sessions no. 1 and no. 2 will be:

DR. CHARLENE BELL - is Supervisor of Psychological Services for NTAEA in Clear Lake. Dr. Bell will be delivering our keynote address. Also, she will be conducting a workshop session on communication.

DR. JANE TANNER - is a professor from the University of Northern Iowa. She plans to help us to know and understand our chilren's self-concepts - What is self-concept? How does it affect a child s behavior? and much more.

MARY GIESE - is the NTAEA consultant for the talented and gifted children. She will present a workshop that will introduce us to the initial signs expressing talented and gifted qualities. She will also give us resources to use once a talented and gifted child has been recognized.

Guest speakers for sessions no. 3, no. 4, and no. 5 will be:

CHRISTIE SALES - has done a lot of research on teaching with toys. Here you can find out what your children can learn through playing with various toys.

BEV PLAGGE - is CAL's elementary resource instructor

IRENE KOSTER - is a NTAEA learning disabilities consultant.

BEV and IRENE - will review some of the things to watch for in young children for early diagnosis for problem areas. They will also tell what to do if some of these sympstoms become prevalent.

COLLETTE ROOT - is CAL's Pre-Kindergarten teacher. She plans to present a workshop on guidance and disipline. Can proper guidance always prevent disipline? What kind of disipline is most effective?

JOE HERRING - is the social worker for CAL from NTAEA. He will conduct a workshop on sibling rivalry and children's fears. Why do we have sibling rivalry? What causes fear? What causes some siblings to get along better with older or youger siblings only?

DIANNE WOODARD - is the media specialist for NTAEA.

# *CAL Parent Workshop*

*February 5, 1977*
*9:00 A.M. - 3:30 P.M.*

*Registration*

Name _____

Address _____ Zip Code _____

Home Phone _____

I am interested in attending the following workshop sessions: (Check only 1 meeting per session)

Session no. 1: 10:00-10:45A.M.

- ☐ Dr. Bell - Communication
- ☐ Dr. Tanner - Self- Concept
- ☐ Mary Giese - Talented and Gifted

Session no. 2: 11:00-11:45

- ☐ Dr. Bell - same as no. 1
- ☐ Dr. Tanner - same as no. 1
- ☐ Mary Giese - same as no. 1

Session no. 3: 12:45-1:30 P.M.

- ☐ Christie Sales - toys
- ☐ Bev Plagge/Irene Koster - Learning Disabilities
- ☐ Collette Root - Disipline

Session no. 4: 1:30-2:15 P.M.

- ☐ Dianne Woodard - Media/T.V.
- ☐ Plagge/Koster - same as no. 3
- ☐ Christie Sales - same as no. 3

Session no. 5: 2:30-3:15 P.M.

- ☐ Joe Herring - Sibling Rivalry, fear
- ☐ Dianne Woodard - Media/T.V.
- ☐ Collette Root - same as no. 3

☐ Please check here if you plan to use our babysitting service.

REGISTRATION FEE: $3.00 per parent.
*Advance registration would be appreciated as there is a minimum number of forty (40) needed to hold the workshop.